DOCUMENT RESUME

ED 288 869 SP 029 666

AUTHOR Galbo, Joseph J.
TITLE The Teacher of Adolescents as Significant Adult.
PUB DATE Mar 86
NOTE 26p.; Paper presented at the First Biennial Conference of the Society for Research on Adolescence (Madison, WI, March 21-23, 1986).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; Human Relations; *Interpersonal Communication; Rapport; Role Models; Secondary Education; *Significant Others; Teacher Characteristics; *Teacher Student Relationship

ABSTRACT

Parents are the preeminent significant adults in the lives of adolescents, but occasionally teachers are perceived as significant. Pertinent literature is reviewed which describes the extent of influence and qualities of teachers who are chosen as significant by adolescents. Implications for schooling and teaching are presented. Conditions under which teachers work and the less personal nature of the teacher and student relationship appear to make it difficult to establish the depth of relationship necessary for a teacher to be described as significant. Ideas for assisting students in need of a relationship with a significant teacher are explored. Significant teachers as an integral factor in the transmission of culture are discussed, as is their role in the facilitation of formal school learning. Nearly 50 references are listed. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288869

The Teacher of Adolescents as Significant Adult

Joseph J. Galbo

California State University, Stanislaus

Paper presented at the First Biennial Conference

of the Society for Research on Adolescence

Madison, Wisconsin, March, 1986

SP 029 666

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Galbo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract

Parents are the preeminent significant adults in the lives of adolescents, but occasionally teachers are perceived as significant. Pertinent literature is reviewed which describes the extent of influence and qualities of teachers who are chosen as significant by adolescents. Implications for schooling and teaching are presented. Conditions under which teachers work and the less personal nature of the teacher and student relationship appear to make it difficult to establish the depth of relationship necessary for a teacher to be described as significant. Ideas for assisting students in need of a relationship with a significant teacher are explored. Significant teachers as an integral factor in the transmission of culture are discussed, as is their role in the facilitation of formal school learning.

The Teacher of Adolescents As Significant Adult

Parents have been, are, and will likely continue to be the preeminent significant adults in the lives of adolescents (Galbo, 1984, In press). Yet, parents are not the only significant adults identified by youths nor are they always identified as being significant. Occasionally, teachers are selected as being particularly important. A tapestry will be woven which is intended to show in a general sense how adolescents perceive their teachers who are identified as significant adults. Related literature will be reviewed and implications for education will be explored.

Adolescents are often described as being in the process of developing a sense of identity while seeking increased autonomy from parents and the family. The effects of a growing number of single parent family units, the decrease in extended family structures, and the increasing number of households where both parents work appear to provide fewer opportunities for adults and youths to interact in meaningful ways. In effect, adolescents may be involved in a quantity and quality of interactions with important adults which may adversely influence youths' social and intellectual growth (Simpson & Galbo, In press). If these human relationships are essential to allow adequate human development, then the time adolescents spend in school and with teachers becomes important and worthy of further consideration.

Teachers have the potential to be significant others for youths who have the need or desire for such relationships.

Moreover, many teachers enter the profession specifically to be an agent of influence in the lives of adolescents. The primary prerequisite is for a youth to perceive the teacher as being significant. Then the important teacher can become a source of influence for the perceiver. The perception of this important other on the part of the adolescent can have strong implications for the development of the adolescents' self-concept (Rosenberg, 1976) as well as their intellectual and social development (Brown, 1980; Carlsmith, 1964; Conyers, 1977; Hetherington, Cox, & Cox, 1978a, 1978b; Santrock, 1974; Shinn, 1978). Of course, reciprocal interaction in some form usually occurs on the part of the teacher. At some point for some students a particular teacher is moved up the continuum of importance so that he or she occupies a high rank in the eyes of the youth (Stryker, 1967). The presence or absence of these significant adults within the school setting as perceived by the adolescents can have a critical impact on the value of the school experience for the teacher and the student.

Review of the Literature

The influence of the teacher can better be understood when viewed through the adolescent's perceptions. These perceptions have, as part of their purview, the degree and extent of influence, the characteristics of the teacher who has import, and the specific spheres of influence in which importance and significance develops. For the sake of this review the term "teacher" will primarily refer to the classroom teacher with an

occasional reference to other school personnel such as the counselor and administrator. The total number of studies which focus upon the role of the teacher as a significant adult is somewhat limited, but when viewed as a whole, a more comprehensible picture becomes evident.

Teachers as Significant Adults

Teachers are a small portion of the significant adults who are identified by adolescents (Coleman, 1961). Generally, teachers are approximately ten percent or less, of all significant adults mentioned (Blyth, Hill, & Smith Thiel, 1982; Galbo, 1981, 1983; Hauck, 1971; Oberle, 1974; Rivera & Short, 1967; Rodriquez-Tomé, 1966) though there are some exceptions (Olsen, 1971; Oberle, Stowers, & Falk, 1978; Soares & Soares, 1974). When adolescents choose teachers, the connection youths make are based on academic achievement and usually restricted to the classroom (Brim, 1965; Galbo, 1981, 1983). These same youths have similar mainstream values as their teachers (Ross & Glaser, 1973). The role of socioeconomic status in the selection of significant adults is unclear and may not be a factor (Galbo, 1981, 1983; Hansen & Ross, 1980; Woelfel, 1972). Even when teachers are not viewed as significant, adolescents tend to be satisfied with their relationships with teachers and like them (Galbo, 1981, 1983). Little data exist to show any gender preferences for teachers by male and female adolescents. Yet, different role model preferences can be distinguished for male and females as well as for those adolescents from various racial and ethnic backgrounds (Galbo, 1981, 1983; Rivera & Short, 1967; Woelfel, 1972).

Teachers as Agents of Influence

Adolescents do not perceive themselves as teachers perceive the adolescents (Soares & Soares, 1974). This discrepancy in perceptions extends to how adolescents and teachers view the school services which are available (Chase, 1981). These differing perceptions may be critical in understanding why teachers do not often appear to exert much influence on youths (Coleman, 1961; Millen & Roll, 1977). With regard to curriculum choices and the future plans of farm origin youths, counselors, teachers, and administrators exerted a small influence (Hansen & Ross, 1980). Also, teachers did not have a strong socializing effect on adolescents' political attitudes (Woelfel, 1972). To some extent teachers' expectations may actually dampen adolescents' ambitions (Williams, 1975). In addition, as adolescents grow older, they care less about what teachers think of them (Aschenbrenner, 1972; Cervantes, 1969; Goodman, 1969; Newman, Martin, and Peerson, 1978; Rosenberg, 1976).

Perhaps this perceived lack of teacher influence on adolescents is tied to the very nature of the relationship. Compared to the quality of most youths' relationships with their parents and family, the relationship with the teacher can be described as secondary in importance rather than primary (Cervantes, 1969; Rosenberg, 1976).

> "The teacher as teacher does not accept the student as a total person nor does the student accept the teacher as such. The teacher accepts the student insofar as he is educable, not so far as he is a person. The teacher is

> the representative of a compulsory and determined societal educational system which is bent upon making sure that knowledge makes an entrance...the teacher is a taskmaster with objective standards that devastate any personal acceptance based upon mutual regard and affection alone." (Cervantes, 1969, p. 113)

In a more positive vein youths who are deemed to be very talented in an academic or athletic way tend to have teachers who they view as significant (Bloom, 1981). Along the same line adolescents from disadvantaged backgrounds are influenced by a circle of supporting others including teachers to choose the alternative of higher education when that circle supports and encourages the youths to continue their education (Yinger, Ikeda, & Laycock, 1970). A human values orientation in males in later life may be attributed to adults including teachers who were significant while a person was an adolescent (Bloksberg, 1967). Also, teachers increased in status from pretest to posttest when assessed by students in a compensatory education program (Olsen, 1971). Along the same lines "warm teachers" appear to assist underachievers to do better in school in a practical sense though no statistically significant findings resulted (Engle & Szyperski, 1965). Those students from ghetto backgrounds who have a success orientation based on positive experiences with school personnel are able to increase their possibilities of success when they finish school (Ross & Glaser, 1973).

Characteristics of Teachers as Significant Adults

In order for the relationship of the adolescent and teacher to be more primary in importance, an end in itself, certain qualities

need to be evident: (1) the relationship needs to be personal rather than impersonal. (2) Communication should be deep and extensive. (3) Evidence of personal satisfaction is paramount (Cervantes, 1969). In addition various characteristics have been identified as critical. Trust is mentioned, though it is not clear what the term means to adolescents in the context of relationships with significant adults (Galbo, 1981, 1983; Lafromboise, Dauphinais, and Rowe, 1978; Newmann, 1981).

A quality of communication is desired which is described as being at the adolescent's level (Whiteside & Merriman, 1976). More importantly, adolescents want to be treated in a more equitable manner, more like peers, rather than children (Galbo, 1981, 1983; Porter-Gehrie, 1979; Wehlage, 1983). Adolescents want teachers to show more interest in them (Chase, 1981), and to interact with them more frequently in a friendly manner (Galbo, 1981, 1983; Hauck, 1971; Porter-Gehrie, 1979; Rodriquez-Tomé, 1966). Teachers who are significant adults are also expected to be understanding (Galbo, 1981, 1983; Rodriquez-Tomé, 1966). All of these characteristics can be positively or negatively influenced by the teacher's expectations of the adolescent (Rivera & Short, 1967; Whiteside & Merriman, 1976; Williams, 1975). Overall, it appears that adolescents want the same characteristics and qualities in their relationships with adults that adults want with each other.

Why Adolescents Talk With Significant Teachers

Adolescents choose to interact with teachers for a variety of reasons. Those reasons generally revolve around school related concerns. There is a paucity of data in this regard, but some findings are worth mentioning. Adolescents seek out significant teachers: (1) to discuss personal problems (Galbo, 1981, 1983; Lafromboise, et al., 1978) even though occasionally students who may want to approach the teacher about a problem may not know how to do so (Montemayor, 1984); (2) to ask for advice regarding educational and occupational concerns (Galbo, 1981, 1983; Lafromboise, et al., 1978); and (3) to share similar school related interests as French, English literature, or physical science (Galbo, 1981, 1983). Teachers do appear to meet various needs of adolescents in school although it is not clear how these interactions contribute to the status of teachers as significant adults.

Implications

A Cultural Perspective

When viewed from a broader perspective, the teacher can be described as a purveyor of present culture. Within the context of the school and the structured learning environment of the classroom, the school provides the milieu in which social and intellectual growth occurs usually through the formal vehicle of the classroom teacher. The teacher represents the cumulative wisdom of the culture in that the teacher is a product of human

evolution and is the "official" representative of the formal knowledge of the culture as a result of the teacher's education and training. The way in which these teachers are perceived by adolescents can influence adolescents' attitude toward the value of the basic tenets on which society is based, and more specifically, the value of the school experience.

Teachers as adults in our society and adolescents are inexorably bound together as participants in a developing culture in which the reinvention of that culture will depend on the attitudes and values which youths develop as a result of their interactions with the adults in schools as well as other adults outside of school. Because youths spend so much time in schools and with teachers, their impressions of school will be nurtured and mature as a result of their various experiences therein. If the students find their teachers to be knowledgeable and caring humans, a different perspective will develop as opposed to one where teachers are viewed as lacking these traits. Since we appear to have a choice, then what impressions of school do we prefer adolescents to foster? What can schools do to nourish desirable traits when they continue to appear overburdened? Can we assure that schools and teachers do not adversely influence adolescents who do not reflect the traditional mainstream values of most schools and teachers?

The School Experience

The value of the school experience as it is perceived by youths influences the way they feel about school and themselves. Successful students tend to like school and occasionally identify teachers as significant adults. Dropouts tend to dislike school and seldom select teachers as being significant adults. If the primary influence of teachers is within the realm of school related concerns, and some researchers question if this influence actually exists (Williams, 1975), then the school and teachers as part of that community must address the issue of the quality of experience in which adolescents participate while in school.

Often teachers will state that one reason they become teachers is to have a positive influence on the youths they teach. If one interprets the studies correctly, the data suggest that teachers are minimally significant as influencers of youths, sometimes negatively so. Teachers' significance tends to be situational and usually related to common school interests in which the teachers are involved with their students. The English teacher is perceived as significant by the student who writes poetry rather than by the student receiving a low grade. The coach is more likely to be significant to the athlete. The wood shop teacher is more likely to be significant to the budding carpenter. Other students do not need or want to develop the "significant other" relationship with a teacher. Their lives may already be rich with other adults who adequately provide the needs associated with

significant adults. Some students who want such a relationship find they are unable to connect with teachers in meaningful ways. If one were to add together the complicated dynamics of five or six classes per day with a total of 100-200 students, then the likelihood for "significant" human relationships to occur between teachers and students becomes difficult to imagine.

Because large numbers of students do not identify teachers as "significant," this doesn't mean that adolescents, in general, are dissatisfied with their day to day interactions with teachers. Teachers are generally liked by youths and are satisfied with their relationships with them. Nearly all the adolescents in one study (Galbo, 1981, 1983) could remember a teacher from the past who had been very important to them in some way. What is important is that teachers who want to have more meaningful relationships with students realize that students who need involvement with a significant adult may be those adolescents who are not generally academically successful in the traditional public school setting. These youths may want a connection with a caring adult, but are not able to establish a relationship with a teacher in a setting where they have not had much success relating to traditional school concerns.

When the option is available, these same students often seek out alternative schools where a more personal connection can be made between youth and teacher and the resulting more satisfying climate becomes an ingredient for success (Raywid, 1983). These

youths are often described in the literature as "disconnected, alienated, and disenfranchised." They appear to be unwilling or unable to participate in the activities of the traditional school. They tend to be apathetic and without direction. Yet, these are not the familiar hard core, truant, delinquent youth of previous years though there are likely to be overlapping characteristics between the two groups.

Some of these youths may have a lack of adequate adult guidance or contact outside of school. If the experience outside of school, particularly in the home, influences the cognitive and social development of adolescents as research suggests, (Bronfenbrenner, 1986; Brown, 1980; Conyers, 1977; Hetherington, et al., 1978a, 1978b; Santrock, 1974; Shinn, 1978) then it would be advantageous for teachers to create additional opportunities connected to the school which would allow them to appear more available to students. Several of these characteristics have been discussed previously, and they resemble the qualities which are often associated with close, reciprocal relationships which exist between friends. Of course, one could take the position that such a role is not appropriate for a teacher in school. Yet, if research from other disciplines is reviewed, (i.e. cognitive science, social interaction theory) and if those findings are applied to existing learning theory, one begins to see a break in the clouds. The quality of the interaction between teacher and learner influences the learning process in ways not usually

associated with traditional learning theory (Simpson & Galbo, In press). The exploration of the significance of "interaction" as a variable in the learning process is critical to the issue of adult/adolescent relationships.

Human Interaction and Formal School Learning

The prevalent view of how learning occurs can be described as something which the teacher does to the student rather than a reciprocal process. Present perspectives regarding teacher accountability indicate that teachers are solely responsible for the learning which occurs in their classrooms, yet, teachers using similar approaches get different results. The teacher proof curriculum continues to elude its advocates. Learning is infrequently viewed as an interactive process in which both the teacher and the learner bring qualities to the learning situation. Both have equal responsibility for the learning which does or does not occur. In other words, learning is the act in which the teacher engages in the learning process with the student. Within the interaction between the two, learning occurs. In this space which can be described as the "in between" where the teacher and learner intermingle, the learning can be enhanced by the quality of the relationship. When teachers are perceived as significant adults the quality of the relationship is maximized, and it follows that learning is maximized, in part, because the purpose and meaningfulness of the event have been enhanced.

The Role of the School

The intention here is not to further confound the already difficult and all-inclusive role of the school. If it isn't possible to do more, schools could more consciously support existing practices which already facilitate adolescent and adult interaction within the formal school setting as well as encourage new practices which advocate more meaningful interactions between students and teachers. Schools could also support similar programs and practices outside of school such as those provided by various youth serving agencies.

The school could provide a program of remediation for youths who appear to lack sufficient meaningful contacts with adults. The program would focus upon the missing experiences of these youths by supplying directed, extended contact with adults both in and out of school. With regard to teachers, these experiences would likely need to extend beyond those encounters typically associated with normal class routine. Clubs, special home room arrangements, involvement with teachers outside of school in sports and in other aspects of community life would all contribute to the needs of adolescents and provide increased possibilities for teachers to be perceived as significant adults by a greater cross section of students. Also, it is important to recognize that adolescents' basic motivation may be generated as a result of these interpersonal relationships (Brim, 1965). In any case, any attempt at remediation would need to be more than just another

special program where, instead of extending the range of needed experiences of youth, these adolescents would find themselves in a situation which would simply reinforce their sense of disconnection.

On occasion this sense of disconnection becomes extreme. For some adolescents, particularly those inclined toward suicide and those whose parents are in the early stages of divorce, these and other social relationships are critical (Cantor, 1976; Jacobs & Teicher, 1967; Montemayor, 1984). Can we, as educators, develop reasonable alternatives to expand our sphere of influence to include those who need a "significant" connection? Perhaps what is needed is to review our commitment to personalize the high school and junior high school experience in order to find ways to include more youths in interactions with teachers which they would find as meaningful and valuable.

For any remediation program to be successful a critical criterion would be for youths and adults to interact in informal, nonstructured ways on a regular, daily basis. Though formal structured processes such as schooling are important, a major way by which skills, culture, and ideas are transmitted is a result of the incidental contact rather than the formal (Coleman, 1974; Hauck, 1971; Simpson & Galbo, In press). Often, the facade of the teacher as an impersonal object is transcended due to more informal, extracurricular activities in which teachers engage with students. It is no coincidence that the high school basketball

coach enjoys a certain reverence among students. This position of respect, whether we acknowledge its validity or not, is as much a result of the coach's informal, out-of-school interaction as anything else. The Hiking Club sponsor has a rapport with a range of member students outside of class which is likely to be greater than could be accomplished within the walls of the classroom alone. Unfortunately, due to the complexity of our lives, teachers increasingly find it more difficult to participate in extracurricular activities with students. Yet, involvement with adolescents in informal settings is likely to provide the means by which the role of being the classroom teacher is made more satisfying and meaningful, and whereby the role of teacher as significant adult would become fertile and then flower for those youths who need or want it.

Summary

As a result of extensive reviews of the literature (Galbo, 1984, In press), it is clear that with regard to significant adults that everyone needs someone in order to enhance his/her life, and in order to develop a solid self-concept. For a few adolescents, teachers do function as a significant adult. Yet, teachers do not provide that opportunity for very many, and they may hold unrealistic expectations regarding the amount of influence they want to have or can have on adolescents' lives. As a result, teachers can and do become discouraged, but that discouragement may be unwarranted. The differences between the

characteristics of a primary relationship (between parent and child) and a secondary relationship as previously described, helps us realize that the conditions found in public secondary schools are not conducive to the very personalized interactions required by a primary relationship. Teachers and other school personnel do provide valuable support to youths in a more situational, here and now role. In addition, the fact that teachers are viewed as significant by a few adolescents and that many people remember some teacher from their past as being especially important are very positive comments on the present state of education given the conditions under which teachers work.

If teachers, individually or collectively, choose to increase the possibilities of their becoming a significant other for an adolescent, the literature has offered concrete places to start. There is little doubt that teachers are already asked to do more than they are trained to do because of perplexing social problems facing our society. As a result, the lives of adolescents have also become more difficult and complex. What then are our alternatives? To the extent that teachers in secondary schools can create an even more nurturing environment than they have been creating, we all stand to benefit. It may be a worn cliché that our youth are our future. That does not make the statement less true, nor the need for the investment of our personal efforts to assist them less important. Any overtures that can be made to enhance adolescents' development are worth trying since we would, in effect, be helping ourselves.

References

Aschenbrenner, J. C. (1972, October). Careers of black youth in the metro-east area. Final report. National Center for Educational Research and Development (DHEW/OE): Washington, D.C. (ERIC Document Reproduction Service No. ED 096 583)

Bloksberg, L. M. (1967) The influence of significant others during adolescence on the humanitarian value orientations of adult men (Doctoral dissertation, Brandeis University, 1966). Dissertation Abstracts, 27, 4344A. (University Microfilms No. 66-13,630)

Bloom, B. S., & Sosniak, L.A., (1981, November). Talent development vs. schooling. Educational Leadership, 39(2), 86-94.

Blyth, D. A., Hill, J. P., & Smith Thiel, K. (1982). Early adolescents' significant others: Grade and gender differences in perceived relationships with familial and nonfamilial adults and young people. Journal of Youth and Adolescence, 11(6), 425-450.

Brim, Jr., O. B. (1965, May). Adolescent personality as self-other systems. Journal of Marriage and the Family, 27, 156-162.

Bronfenbrenner, U. (1986, February). Alienation and the four worlds of childhood. Phi Delta Kappan, 67, 430-436.

Brown, P. W. (1980). Significant others and self-concepts of children with chronic kidney disease attending a summer resident camp (Doctoral dissertation, Pennsylvania State University, 1979). Dissertation Abstracts International, 40, 5218B-5219B.

Cantor, P. C. (1976). Personality characteristics found among youthful female suicide attempters. Journal of Abnormal Psychology, 85(3), 324-329.

Carlsmith, L. (1964). Effect of early father absence on scholastic aptitude. The Harvard Educational Review, 34, 3-21.

Cervantes, L. F. (1969). The dropout: Causes and cures. Ann Arbor, Mich: University of Michigan Press, Ann Arbor Paperback.

Chase, C. I. (1981, March). Teenagers are mostly positive about high school. Phi Delta Kappan, 62, 526.

Coleman, J. S. (1961). The adolescent society. New York: The Free Press.

Coleman, J. S. (Ed.).(1974). Youth: Transition to adulthood. Chicago: University of Chicago Press.

Conyers, M. G. (1977, April). Comparing school success of students from conventional and broken homes. Phi Delta Kappan, 58, 647.

Engle, K. B., & Szyperski, T. (1965). Administration study of significant others in producing change in self-concept and achievement in Kalamazoo secondary school curriculum. Kalamazoo, Michigan Board of Education and the Michigan State Department of Education. (ERIC Document Reproduction Service No. ED 0 33 178)

Galbo, J. J. (1981). Adolescents' perceptions of significant adults. Unpublished doctoral dissertation, University of Oregon.

Galbo, J. J. (1983). Adolescents' perceptions of significant adults. Adolescents, 18(70), 417-427.

Galbo, J. J. (1984). Adolescents perceptions of significant adults: A review of the literature. Adolescence, 19(76), 951-970.

Galbo, J. J. (In press). Adolescents' perceptions of significant adults: Implications for the family, the school, and youth serving agencies.

Goodman, N. (1969). Adolescent norms and behaviors: Organization and conformity. Merrill-Palmer Quarterly, 15(2), 199-211.

Hansen, D. O., & Ross, P. J. (1980, May). Education, significant others and farm-reared adolescents. Paper presented at the annual meeting of the North Central Sociological Society. Akron, OH.

Hauck, E. F. (1971). Adolescent relationships with significant adults other than parents: A community study (Doctoral dissertation, Ohio State University, 1971). Dissertation Abstracts International, 34 2191A-2192B. (University Microfilms No. 71-27,482).

Hetherington, E. M., Cox, M., & Cox, R. (1978a). The aftermath of divorce. In J. H. Stevens Jr., & M. Matthews (Eds.), Mother-child, father-child relations. Washington, D.C.: NAEYC, 149-176.

Hetherington, E. M., Cox. M., & Cox, R. (1978b, May). Family interaction and the social, emotional and cognitive development of children following divorce. Paper presented at the Symposium on the Family: Setting Priorities, Washington, D. C. (ERIC Document Reproduction Service No. ED 156 328)

Jacobs, J., & Teicher, J. D. (1967). Broken homes and social isolation in attempted suicides of adolescents. International Journal of Social Psychiatry, 13(1), 139-149.

Lafromboise, T., Dauphinais, P., & Rowe, W. (1978, March). A survey of Indian students' perceptions of the counseling experience. Paper presented at annual meeting of the American Educational Research Association, Toronto. (ERIC Document Reproduction Service No. ED 156 389)

Millen, L., & Roll, S. (1977). Adolescent males ratings of being understood by fathers, best friends, and significant others. Psychological Reports, 40, 1079-1082.

Montemayor, R. (1984). Picking up the pieces: The effects of parental divorce on adolescence with some suggestions for school-based intervention programs. The Journal of Early Adolescence, 4(4), 289-314.

Newman, I. M., Martin, G. L., & Petersen, C. (1978, October). Attitudinal and normative factors associated with adolescent cigarette smoking. Paper presented at the American Public Health Association, Los Angeles. (ERIC Document Reproduction Service No. ED 166 130)

Newmann, F. M. (1981). Reducing student alienation in high schools: Implications of theory. Harvard Educational Review, 51(4), 546-564.

Oberle, W. H. (1974). Role models of black and white rural youth at two stages of adolescence. The Journal of Negro Education, 43(2), 234-244.

Oberle, W. H., Stowers, K. R., & Falk, W. W. (1978). Place of residence and the role model preferences of black boys and girls. Adolescence, 13(49), 13-20.

Olsen, H. D. (1971, February). The effect of compensatory education upon the self-concept-of-academic ability, significant others and academic significant others of black and white pre-college students. Paper presented at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED 047 075)

Porter-Gehrie, C. (1979). Models of adulthood: An ethnographic study of an adolescent peer group. Journal of Youth and Adolescence, 8(3), 253-267.

Raywid, M. A. (1983). Schools of choice: Their current nature and prospects. Phi Delta Kappan, 64(10), 684-688.

Rivera, R. J., & Short, J. F., Jr. (1967). Significant adults, caretakers, and structures of opportunity: An exploratory study. Journal of Research in Crime and Delinquency, 4, 76-97.

Rodriguez Tomé, H. J. (1966). [The role of "preferred significant adults" in adolescence.] Le rôle des "adults significatifs privilegiés" dan l'adolescence. Enfance, 1965, 5, 603-612. (Psychological Abstracts, 40(2), No. 8727)

Rosenberg, M. (1976). Which significant others? In J. Heiss (Ed.), Family roles and interaction: An anthology (2nd Ed.). Chicago: Rand McNally, 363-393.

Ross, H., & Glaser, E. (1973). Making it out of the ghetto. Professional Psychology, 3, 347-355.

Santrock, J. W. (1974). Relation of type and onset of father absence to cognitive development. In F. Rebelsky and L. Dorman (Eds.), Child development and behavior (2nd. Ed.). New York: A. A. Knopf, 220-230.

Shinn, M. (1978). Father absence and children's cognitive development. Psychological Bulletin, 35( ), 295-324.

Simpson, R. J., & Galbo, J. J. (In press). Human interaction and formal school learning.

Soares, A. T., & Soares, L. M. (1974, April). Significant others and self-perceptions of disadvantaged students. Paper presented at the annual meeting of the American Educational Research Association, Chicago. (ERIC Document Reproduction Service No. ED 094 025)

Stryker, S. (1967). Symbolic interaction as an approach to family research. In J. G. Mannis & B. N. Meltzer (Eds.), Symbolic interaction, a reader in social psychology. Boston: Allyn & Bacon, 371-383.

Wehlage, G. G. (1983). The marginal high school student: Defining the problem and searching for policy. Children and Youth Services Review, 5, 321-342.

Whiteside, M., & Merriman, G. (1976, June). Dropouts look at their teachers. Phi Delta Kappan, 57, 701-702.

Williams, T. (1975). Educational ambition: Teachers and students. Sociology of Education, 48, 432-456.

Woelfel, J. (1972). Significant others and their role relationships to students in a high school population. Rural Sociology, 37(1), 86-97.

Yinger, J. M., Ikeda, K., & Laycock, F. (1970). Middle start: Supportive interventions for higher education among students of disadvantaged backgrounds. Washington, D.C.: Office of Education. (ERIC Document Reproduction Service No. ED 047 659)